Course Introduction
Schools are microcosms of society, as such, particular moments in our history created various emphases in schools. What are the major social occurrences within our history that contribute to the way schools are organized? How does what knowledge is (or the “imparting of” knowledge) factor into social structure? Do we see evidence of those systems today? How do we understand educational policies role? Prison to school pipelines? Why do we have an “achievement gap” between students from different communities, racial and ethnic groups, and social class groups? What leads people to such heated disagreement about curricula that children are taught in K-12 schools? How have we arrived at a point where children compete against one another for admission to public schools? Do teachers have a legitimate claim to protection from layoffs and benefit reductions in a time when our entire society grapples with economic strain? Do policymakers have any credible reasons to believe that replacing a school’s entire faculty and leadership (known as a “school turnaround”) might change student performance? What makes it so hard to bring about change in schools when so many people believe that change is necessary? How can there be so many explanations for what ails (and helps) schools’ efforts to teach their students?

Questions like this drive this course and the inquiry that we will do together this semester. Just as practicing sociologists of education do, we will use sociological lenses—those provided by research and theories from the academic disciplines of sociology, the sociology of education (a sub discipline of education) and organizational theory—in our efforts to answer such questions. There is rarely one “correct” answer, but rather varying answers that are informed by particular perspectives, data, methods of analysis, and/or theory.

Essential Questions
Understanding education as a social institution within our society and how that informs educational policy, academic outcomes and the very nature of what is taught to whom and why is something that every socially just educator must grapple with. As the instructor my expectation is that we come prepared to engage in this discourse and together committed to the process unpacking these broad understandings. Critical educators understand the goal should not be finding the “right answer” but understanding the appropriate theories, context and principles that will allow us fully analyze, understand and formulate responses to different situations. More specifically we will consider the following as our essential questions for this course:

1) What do societies want from their schools?
2) How do different sociological lenses on education explain what works (and doesn’t work) in American schools?
3) How does society’s subjectivity on race, class, gender, sexuality and ethnicity complicate the social and cultural processes of schooling?
4) What role do social forces outside of schools have in student learning experiences and outcomes?
5) What kinds of relationships can we observe between society, schools, teachers and students, and what impact do these relationships have on students’ experiences in school?
6) Who gets ahead or falls behind in our schools, and by what mechanisms?
7) What maintains stability in schooling? What brings change?
Course Goals (3-5 IDEA are included here…should I list them just as they are in the syllabus example versus combining them here)

The goal for the course is that students will be able to engage in the sociology of education (or related) literature in order to answer their own questions as well as this course’s essential questions. In order to meet this overarching goal, more specific goals of the course are:

1. Students will learn fundamental principles and theories from the sociology of education perspective that will help them analyze, understand and formulate responses to different situations, problems and dilemmas present in K-12 schools. Our pursuit of this goal will have students bridging together theory and various forms of evidence (such as empirical research, policies, practices and events in the world of education), and responding from this basis.

2. Students will use theory and empirical research from the sociology of education perspective to analyze and critically evaluate ideas, arguments, and points of view present in historical and contemporary discourse about K-12 schools. Our pursuit of this goal will have us working on identifying and expressing texts’ key arguments and findings, research questions and analytic methods, and critically analyzing texts accordingly.

Assessment of learning

Assessment of students’ learning will be ongoing throughout the semester. Assignments are designed to ensure students are engaging in critical analysis of the text, allow for students to facilitate course discussions and articulate how the course has informed ones positionality as a future teacher. The assignment structure for this course serves three purposes. First, given our course’s essential questions and goals, breadth of knowledge is important. Students are asked to reflect on and respond to a variety of issues and readings—not just a final assignment topic—as they move through the semester. Second, the assignment structure is an attempt to balance against the substantial, and occasionally quite heavy, load of assigned reading. I hope that students will focus on reading and responding to assigned material, without the added pressure of a large final assignment. Third, a series of assignments (along with in-class activities) helps the instructor to gauge how the course is going for the students and adjust it if needed to better suit students’ strengths, needs or interests.

Your course grade will be calculated on a 100-point scale as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Memos</td>
<td>#1 Sunday September 25th</td>
<td>40 pts.</td>
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<tr>
<td></td>
<td>#2 Sunday October 30th</td>
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<tr>
<td></td>
<td>#3 Sunday November 20th</td>
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<tr>
<td></td>
<td>#4 Friday December 9th</td>
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</tr>
<tr>
<td>Teaching Activity</td>
<td>Class 4-13</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>December 16th by 6:00pm</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Participation</td>
<td>Weekly</td>
<td>15 pts.</td>
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</tbody>
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Class participation and Attendance

This is a highly interactive course, which makes every student’s participation very important. Please come on time to class, having read and brought with you all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately and have access to the electronic copy before class begins on the date when it is assigned), and ready to discuss them with your colleagues. If you come unprepared, both you and your work partners will have a difficult time fully participating in partnered and small group discussions. In addition to regular participation in class, students are expected to attend class regularly. Please notify me in advance if you must miss or come late to a class. You will still be held responsible for all assigned readings, due dates for written assignments, and course requirements or updates discussed in class. Please check in with one of your colleagues if you miss a class meeting. Missed classes, unless there is a personal or medical emergency or a religious observance, will negatively impact your participation grade. 2 (two) unexcused absence will result in your grade being lowered. In addition, 3 late arrivals will count as absence. The use of electronics (cell phones, computers)
is often a necessity of modern life, but also interferes with participation in class, particularly in this interactive course. Please refrain from using electronic devices in class if their use (e.g., surfing the internet, checking email text messaging, typing other than taking notes) does not pertain directly to your participation in our course; use of electronics in these ways will negatively impact your course participation grade. If your profession or family obligations require your phone to be on, please inform me at the beginning of class.

**Critical Memos**

Students are assigned a series of 4 critical memos, each of which should be 3-5 double-spaced pages in length (not including references), using 12 point font and 1” margins. Please post a copy of each memo assignment section of this course’s Sakai site on the assignment’s due date by the time at which it is due. These memos serve as the main vehicle for developing students’ abilities as described in the course’s goals.

Each memo should consist of 3 key parts: summary, application of concepts or theories, and your critical evaluation. **First**, you will need to summarize the source material (whether an author’s argument, a policy or practice, depending on the assignment and the material you are using), if these are relevant to the assignment) that you discuss in your memo. Please summarize your source material briefly, describing its main argument(s), central point(s), and/or issues that directly pertain to your memo. This summary should concisely orient the reader to the material you are considering in this paper. It should be a minor part of your paper compared to the other components (from 2 paragraphs to 1 page at the very most). **Second**, once you have clearly and succinctly summarized the materials to which you refer in this memo, please apply your chosen concepts, theories or perspectives to the issue you wish to discuss. How do these help you to interpret and understand your chosen material? What can you see in this material through the lens of these concepts, theories or perspectives? Interesting issues or opportunities? Obvious contradictions or problems? A good or poor fit? An opportunity to extend or challenge the concept or theory? A hidden solution? **Third**, and most important, is your critical analysis of the written material that you cite. This part of your memo builds upon the application of concepts and theories as discussed above. In this analysis, please express your own analysis of and reaction to the work.

It is fine to say that you liked or disliked what you read, but that is not sufficient for the critical memo assignment. Please also offer your own analysis and critique of what you have read based on the perspectives you have gained through steps 1 and 2 of this assignment. Please cite all of your sources in APA style at the end of your memo. I will grade your memos according to the presence and quality of the three components discussed above (summary: 2pts application of perspectives, concepts or theories: 4pts and critical evaluation, 4pts In addition, I will also evaluate the strength of your writing, including organization, clarity and conventions of writing (e.g., spelling, grammar, sentence and paragraph structure, punctuation. The rubric I will use for evaluating your assignments will be provided. My goal is to return your essay to you, with feedback, within two weeks. Students have the option of revising and resubmitting each critical memo. Revisions are due one week after the date on which I return papers (with my feedback) to students. Please attach the copy I return to you, so that I can see how and where you have changed you original paper. I will not be able to grade revisions that are not submitted in this format. While revision is never required and does not guarantee a higher grade, it is a chance for you to incorporate feedback into the development and improvement of your work.

**Teaching Activity- 20 points**

Students will choose a week to facilitate a group presentation for the rest of the class. Groups will be self-selected on week two with the first presentation occurring on week three. **Presentations should be no more than 30 minutes in length.** Your task is to point out the major arguments, emphasize the elements you find most interesting, offer criticisms (when applicable), and raise questions connected to broader issues. It should NOT simply be a summary presentation. Think creatively using newspapers, magazines, movie clips, group discussion formats, television, or art that relates to what you are discussing to broaden our understanding.

**Reflection Paper- 20 points**
As multicultural educators, we must possess an ability to look deeper into how our own experiences and prior knowledge that has informed our practices. The more insightful teachers are able to reach students in meaningful ways and to recognize a range of viable strategies to teach in a socially just manner. Your final paper is an opportunity to examine your ability to do just that. This 5-page paper assignment asks students to integrate what they have learned in this course into their research and/or professional practice. For this assignment, please reflect upon and discuss ways in which this course has impacted your understanding of 1) yourself as a member of American society and as education professional, 2) the communities you work with or hope to work with in a professional capacity, and 3) education policy that shapes heterogeneous stakeholders (e.g., students, educators, community members, community and national leaders). What did you think or do at the beginning of this course, and how has your thinking/action changed (expanded, shifted, reversed, deepened)? What do these changes signal for your practice and/or research as you move forward in your education? Please cite at least 3 specific readings or concepts discussed in the course, and explain specifically how they connect to your experience...

Please post the reflective essay using the Turnitin link on this course’s Sakai page. It is due on December 16th by 6:00 pm. Please also post this paper to LiveText, as per directions below (in the section entitled “School of Education Conceptual Framework Standards and Assessment”).

Written Assessments and Due Dates

If you have extenuating circumstances that keep you from turning in assignments in by their due dates, it is your responsibility to contact me before the paper’s due date to make alternative arrangements with me. After each written assignments’ due date and time, the assignment grade for a paper turned in late without previous arrangement will be reduced by one-third of a grade per day (e.g., an A becomes an A-, and A- becomes a B+, etc.). Written assignments turned in on the due date, but after the due time, will be considered late.

Assessment according to School of Education Conceptual Framework Standards

This course, as part of the School of Education, is directly linked to the school’s conceptual framework of taking social action through education. Specific standards are derived from the SOE’s conceptual framework and in this course special attention is paid to CFS2: Candidates apply culturally responsive practices that engage diverse communities. In addition to assessing your final reflective paper for credit and a grade within this course, I will also be assessing one critical memo and your final reflection paper in relation to the CFS2 according to the rubric posted on LiveText. (LiveText is a special platform for assessment purposes that the SOE requires all students to subscribe to – you should have received a LiveText certificate in your first weeks as a student.) Thus, in addition to submitting this paper via Turnitin on Sakai we also require you to upload this paper to LiveText.

Additionally, each course in the School of Education focuses on promoting one or more professional dispositions. In this course, students are offered opportunities to receive feedback on their dispositional growth in the area of professionalism. The specific descriptions for expected professional behavior can be found on the rubric that is included in the CEPS Program Handbook and is also posted in LiveText for this course. Please contact me if you have any questions about this.

Communication between instructor and students

In addition to updates I may give verbally in class, I will occasionally send electronic updates to the class using the LOCUS system. I will assume that if I have sent any updates to you at the address you have provided to the university, and the email has not bounced back to me, that you have read it and that I may hold you accountable for understanding these updates' contents. If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://luc.edu/education/syllabus-addendum/).

Syllabus Addendum Link
- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

Course Readings
The following texts are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26. E. Pearson).


Other readings are either available through LUC’s e-reserves (accessible on the LUC library webpage, or where readings are accessible on the Internet, I have provided a searchable link. All assigned readings are listed below by the week in which they are assigned.
Class 1: August 31
- Introduction to course: purpose, focus, goals and logistics

Class 2: September 7

Class 3: September 14
Sociological perspectives on education. What do societies want (and get) from their schools? Discussion of macro-perspective.
- Brint, S. (2006). Schools and societies, chapters 1-3 (1-96)
- Ballentine & Spade, Chapter 6 (pp. 217-234). What We Teach in Schools: Knowledge for What and Whom

Class 4: September 21
What does America want (and get) from its schools?
- Labaree: Chapters 2-3.(44-105)

Class 5: September 28
From Sadovnik text, Chapters 3 (Collins, Functional and conflict theories of educational stratification, p. 37-52) and 4 (Bowles & Gintis, Broken promises: School reform in retrospect, p. 53-70), see also pages 6-8 for an overview by Sadovnik.

Brint, p. 13-18 also provides a helpful summary of functional-structural theory and conflict theory

**Class 6: October 5**
Finish traditions in the sociology of education: Social and cultural capital and their manifestation as privilege in educational settings; Begin consideration of schools from a meso-level perspective.

From Sadovnik text: Chapters 6 (Bourdieu, The forms of capital, p. 83-96), and 7 (Coleman, Social capital in the creation of human capital, p. 97-114).


**Class 7-October 12**
How is race implicated in the social relations in schooling? How should we understand “difference”? What is white privilege? What is your responsibility? What is colorblindness and how does it manifest in education? What is your racial knowledge? What is your responsibility-whatever your racial identity-around race relations and racial politics in school? in society? What does this mean for teachers?

Khan, pages 1-17, 77-80, 96-113, and 193-199.

Lewis, Chapter 6 (154-187)


**Class 8- October 19**
The society-school-student connection: Schools and Communities. How factors outside of the school impact what happens inside of the school.


**Class 9- October 26**
The society-school-student connection: Schools and districts as organizations, consideration of schools from a meso-level perspective.


Class 10 - November 2nd

The society-school-student connection: Schools and teachers. What kind of relationships can we identify between society, schools and teachers? What do these relationships’ qualities tell us about the role of teachers in our society? How do schools influence teachers’ practice? How do these relationships effect student learning?

- Labaree text: Chapter 5 (p. 134-162)

- Ingersoll and Merrill (2012). The status of teaching as a profession. In Ballatnine and Spade (eds.), Schools and society (4th ed.).Accessible online at http://repository.upenn.edu/cgi/viewcontent.cgi?article=1226&context=gse_pubs


Class 11 - November 9th

The society-school-student connection: Schools and students How do schools shape students? How do students shape schools? How does a school's social context set the stage for these interactions?


Class 12 - November 16th

Who gets ahead or falls behind in our schools, and by what mechanisms? Ethnicity, gender, culture, social class and educational achievement.


Lewis chapters 3 (50-86 only), 5 (128-153).

No class November 23rd - Thanksgiving Observance

Class 13 - November 30th
Who gets ahead or falls behind in our schools, and by what mechanisms? Focused discussion on tracking and ability grouping.

- From Sadovnik text: Chapter 19 (Hallian and Oakes exchange about tracking, p. 347-358).

Class 14 - December 7th
Why schools change (and don’t change). What maintains stability in schooling? What brings change?

- Tyack, David and Cuban, Larry (1995). Tinkering Toward Utopia. Chapter 2 (pp. 40-59, Chapter 3 (pp. 60-84), Chapter 4, (pp. 85-109).

Class 15: December 14th—Final class meeting
Continue discussion of stability and change in schooling, with a focus on education policy in response to inequity. Course evaluations.

- Labaree text: Chapters 4 (106-133) and 8 (222-256)
- Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In P. Carter and K. Welner (Eds.), Closing the opportunity gap: What America must do to give every child an even chance (77-97). New York, NY: Oxford Press. (S)
- Putnam, chapter 6 (227-261).